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Wiki #5

Dr. O’Connor-Petruso

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(1)

Eastment, D. (2000). Worksheets. *English Language Teachers Journal, 60,* 397-398

Doi: 10.1093/elt/ccl1035

The author assesses various types of worksheets available on the internet. She points out that there are many readymade worksheets on the internet; however some of them pose a challenge to teachers as they may be difficult to amend or cannot be altered. There are some sites that allow teachers to create their own worksheets; the ones that claim to be “free” users are required to buy a special program before they can process it for printing. ELS activities written by ELS teachers from the States allows users to generate and produce interactive puzzles onscreen, and print

(2)

Lavender, P. (2000). We need to derive reading and writing materials from the real world. *Adult*

*learnin, 12.* Retrieved from http://ehis.ebscohost.com.ez-poxy.brooklyn.cuny.edu:2048

Lavender speaks to the need for personal writing to be developed among adult learners, writhing is a powerful point of literacy education. Personal writing provides an avenue for writers to write about current issues in the real world and also allows readers to learn about real or authentic learning materials. Write First Time paper once funded by the forerunner of the basic skills agency encouraged writers to write, writers developed the skills of drafting, redrafting and editing their work to be published in the paper.

(3)

Hurry, J. , & Parker, M. ((2007). Teachers’ use of questioning and modeling comprehension skills in

primary classrooms. *Institute of Education, University of London, 59,* 299-314

doi: 10.1080/00131910701427298

A research was conducted between 2001and 2004 in London and Oxford to investigate the relationship between implicit and explicit knowledge in education. The research involved pupils and teachers in 51 key stage 2 classrooms, in 13 inner London primary schools. The data for analysis was taken from interviews with the teachers and videotape observation of teachers in a literacy session between 45 minutes to an hour. The findings indicated that direct teachers’ instruction is considered to be the most important strategy for teaching comprehension.

(4)

Demircioglu, I, H., & Kaymakci, S. (2011)). Evaluation of History Teachers’ Perception About

Worksheets. *Journal of Turkish Educational Sciences, 9,* 197-200. Retrieved from

<http://ehis.ebscohost.com.ez-proxy>. brooklny.cuny .edu:2048

The article looked at history teachers perceptions’ about using worksheets in their classrooms. A qualitative research was conducted with 65 history teachers working in 28 secondary schools in the center of Trabzon and Alcaabat. The research involved a literacy survey which was related to worksheets and suing worksheets in history lesson then interviews were done based on a plot study. The research findings indicated that the majority of teacher believed that work worksheets should be used in history lesson as they make history less interesting and enjoyable and they also give feedback and promote higher order thinking.

(5)

Yaakov, P., Young-Suk K. (2011). Relations of emergent literacy skill develop with conventional

literacy skill development in Korean. *Read Writ,* *24,* 635-656

dOI; 10.1007/s11145-010-9240-4

The article looks at the relative contributions of initial status and growth rates of emergent literacy skills (i.e., phonological awareness, letter-name knowledge, vocabulary, and rapid serial naming) to initial status and growth rates of conventional literacy skills (i.e., word reading, pseudoword reading, and spelling) for young Korean children. The research was conducted with 215 four and five year olds from low and low average socioeconomic statue family background, from five preschools in two metropolitan cities in South korea over 15 months. The research found out that (1) where children begin (i.e., initial status) in emergent literacy skills played larger roles in conventional literacy skill acquisition than did growth rates of emergent literacy skills; (2) letter name knowledge, initial status in particular, had a large impact on word reading, pseudoword reading, and spelling in Korean; (3) phonological awareness and rapid serial naming were consistently related to initial status and growth rates of various literacy skills, but their effect sizes were smaller than those of letter-name knowledge; and (4) vocabulary tended to minimally contribute to literacy outcomes.